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ABSTRACT

During the 1971-72 school year, data was gathered on pre and post test scores for reading and mathematics achievement from 2 groups of mobile migrant children receiving supplementary educational services. The program, a part of the California Plan for the Education of Migrant Children (Title I, Elementary and Secondary Education Act), used 2 different approaches to provide these services to the second through eighth grade students. Group 1 used the team teaching approach, with trained tutors under the direction of the classroom teacher. A resource teacher gave support and continued inservice training to both the teacher and the tutor. Children in group 2 received services from the several school districts where they were enrolled. The districts provided "pull out" programs in "language development", remedial reading, and English as a second language and were reimbursed for the costs of the services rendered. The cost per child in each program was comparable, but test results showed an important difference in gain scores. Group 1 children met the program objective of at least 1 month of gain on a standardized test for each month in the program, while group 2 did not. Since per pupil costs were the same, it was concluded that the team teaching approach was several times as cost effective as the reimbursement approach. (KM)

**A STUDY OF TWO METHODS OF DELIVERING SUPPLEMENTARY EDUCATIONAL
SERVICES TO MOBILE MIGRANT CHILDREN IN CALIFORNIA**



During the 1971-1972 school year data was gathered on pre and post test scores for reading and mathematics achievement. Two groups of mobile migrant children receiving supplementary educational services by different approaches through the "California Plan for the Education of Migrant Children" Title I, E.S.E.A. 89-10 as amended by 89-750 were compared.

Children enrolled in 19 school districts made up group one. Group one received supplementary support by application of the teaching team approach. This approach utilized trained tutors assigned to specific migrant children who assisted them under the direction of the classroom teacher. A resource teacher, (a master teacher), gave support and continued inservice training to both teacher and tutor in individualized diagnostic, prescriptive, instructional methods. The resource teacher also worked with the classroom teacher and school staff in the development of drill materials necessary to remediate the child's learning deficiencies. All resource teachers were employed by one central agency which supervised their activities with the cooperation and support of the State Education Agency.

Children in group two received supplementary educational services from the several school districts where they were enrolled. The districts provided "pull out" programs in "language development", remedial reading, and English as a second language and were reimbursed for the costs of the services rendered. This group of mobile migrant children received services from "specialist" teachers supported in the pull out program and occasionally in the classroom by teacher aides. Some migrant oriented inservice training was provided for school staff members.

The cost per child in each program was comparable. All costs of administration, supervision, inservice training and instruction, were included in the computation, but costs of health services, were excluded for both groups. Costs for group 1 children averaged \$384 per child and for group 2 children, \$380.

**MEAN GAINS IN READING ACHIEVEMENT SCORES FOR
TWO GROUPS OF MIGRANT CHILDREN BY GRADE***

GROUP 1			GROUP 2		
Grade	N	Mo. Gain	N	Mo. Gain	
2	92	5.8	95	2.0	
3	97	6.6	102	0.0	
4	132	5.0	129	0.0	
5	158	5.8	118	4.0	
6	143	5.0	129	1.0	
7	102	6.6	68	-1.0	
8	98	5.8	52	4.0	
Total	822		693		
Group 1			Group 2		
Mean Gain		5.7	Mean Gain		1.3

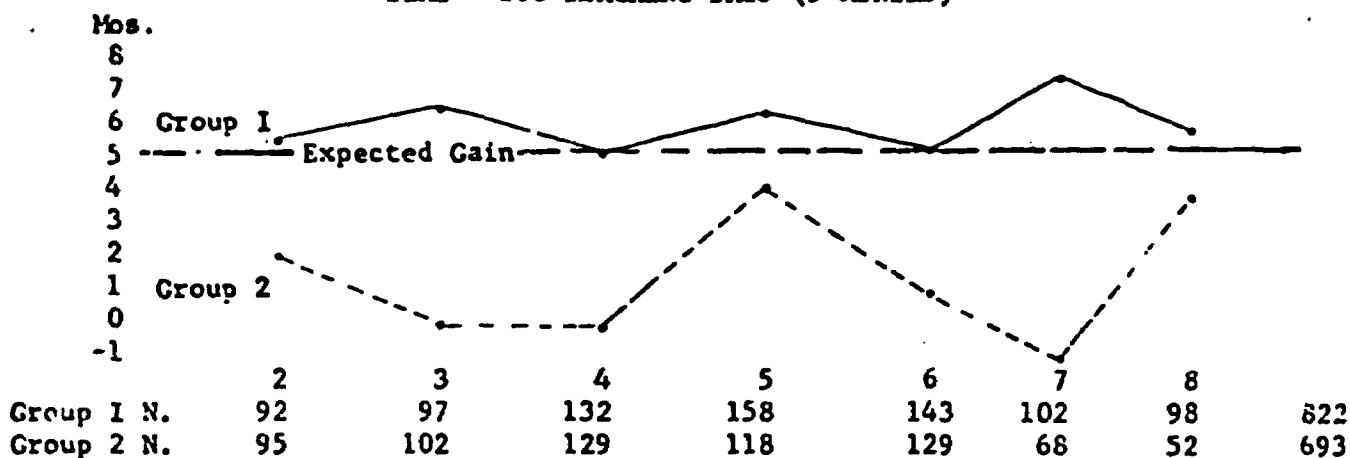
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*The same tests were used for both groups. All test scores were used pairs in which both pre and post tests were given to the same individuals.

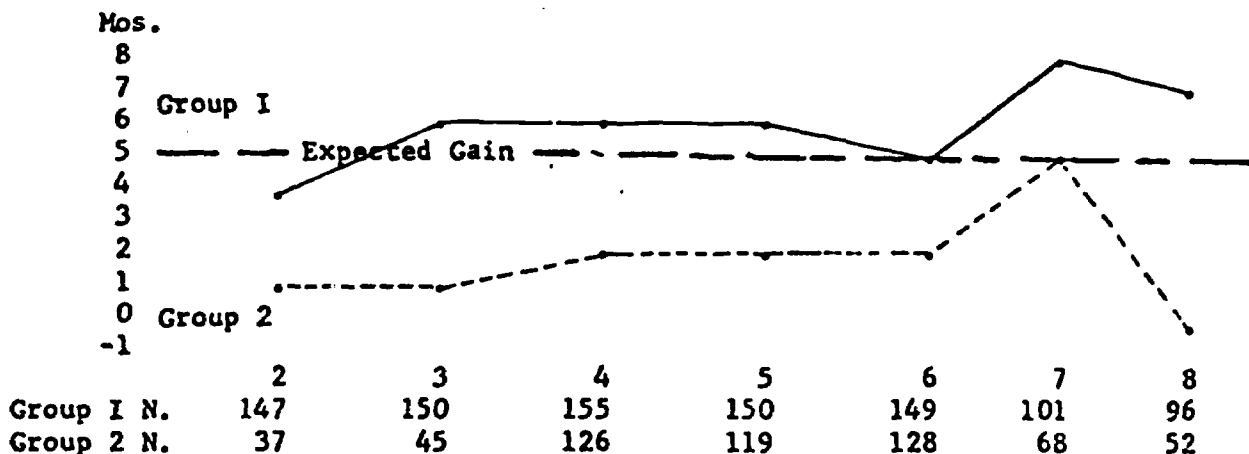
MEAN GAINS IN MATHEMATICS ACHIEVEMENT SCORES FOR TWO GROUPS OF MIGRANT CHILDREN BY GRADE

GROUP 1			GROUP 2		
Grade	N	Mo. Gain	N	Mo. Gain	
2	147	4	37	1	
3	150	6	45	1	
4	155	6	126	2	
5	150	6	119	2	
6	149	5	128	2	
7	101	8	68	5	
8	96	7	52	0	
Total	948		575		
Group 1			Group 2		
Mean Gain		5.8	Mean Gain		2.0

COMPARISON OF MEAN GAIN IN READING ACHIEVEMENT SCORES OF TWO GROUPS OF MIGRANT CHILDREN BY GRADE TIME = 100 TEACHING DAYS (5 MONTHS)



COMPARISON OF MEAN GAIN IN MATHEMATICS ACHIEVEMENT SCORES OF TWO GROUPS OF MIGRANT CHILDREN BY GRADE TIME = 100 TEACHING DAYS (5 MONTHS)



Test results for these two groups of migrant children show an important difference in gain scores. Scores in reading for group one children showed a mean gain of 5.7 months for the five month period between tests. Scores in reading for group two children showed a mean gain of 1.3 months for the five month period. At all grade levels, group one children achieved a mean gain of at least one month for each month in the program. At no grade level did group two children achieve a mean gain of one month for each month in the program. In mathematics group one children achieved a mean gain of 5.8 months as opposed to a group two mean gain of 2.0 months in the five month period. Group one children met the program objective of a mean of at least one month of gain on a standardized test for each month in the program. Group two children did not meet the objective. The two approaches to the delivery of services to migrant children cost almost the same amount per child. The teaching team approach was, therefore, several times as cost effective as the reimbursement approach, and produced results which met or exceeded the program objective.

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